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ABSTRACT

This issue contains the following articles; "A Portfolio Program for Teaching English Composition," by Charles J. Fox and Robert Tippetts: "TESL Curriculum: The Foundation Is What Counts," by William D. Conway: "English Oral Language," by Allan D. Patterson: "Using a Telephone Directory to Teach English as a Second Language," by Jason B. Alter; and "Supplementation of Opposites in Simple Predicate Expansion," by Yao Shen. A companion article by Yao Shen is included in FL 004 484. (HW)

TESL REPORTER

Teaching English as a Second Language

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A Portfolio Program for Teaching English Composition

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By CHARLES J. FOX and ROBERT TIPPETTS

The idea of an artist compiling a portfolio of his best paintings is an old one in the visual arts. Many of the great masters at some time in their lives carried a collection of their work to prospective patrons or teachers who could then view the tangible documentation of their creative imaginations. The very fact that the portfolio was a compilation assembled over a period of time enabled the viewer to see the artist's thematic and technical development as well as assess his weaknesses and failings. A limited, though revealing, profile of the man's thoughts and ability was thus assembled for the interested viewer to evaluate.

Charles J. Fox is an Assistant Professor of English at Church College. He did his doctoral work at Purdue University where he was a David Ross Fellow with the Purdue Research Foundation.

With the belief that writing is no less an art than its sister genre, some of the faculty members at Church College proposed last fall that a portfolio program be instigated in the first semester of our composition sequence. Of two hundred seventy students in the first semester freshman course, only sixty-six were from the U.S. mainland; eighty-one were local students of mixed

Robert Tippetts did his graduate work at Brigham Young University and is presently Director of Freshman English at Church College.

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ethnic backgrounds, and the remaining half were students from Samoa, Tonga, the Orient, the Philippines, Fiji, and Tahiti. Concern for the English language ability of this last group provided the immediate stimulus for a more effective method in teaching composition. Most of these students learn English as a second language and graduate from the English Language Institute at the college. During the rigors of the ELI program, the students often acquire considerable proficiency in the spoken language, but usually require further encouragement to continue to improve their writing. Our former Freshman English program simply did not provide sufficient incentive for success; the portfolio program of last fall, however, seems to be a partial answer to our needs.

Each student was informed at the beginning of the semester that he would prepare a portfolio of eleven essays which would be read first by the regular teacher of the course and then the completed portfolio, identified only by a number, would be read as a unit by a second faculty member who would grade and comment on the portfolio as a whole. This last provision, of course, proved to be extremely time consuming, but its motivational effect on the student was electrifying. The teacher now became an ally who was helping the student prepare a "showing" of his best work rather than just an authoritarian wielder of the red pencil. Having a second reader proved to be effective, too, in providing the original teacher with a corroborating opinion of his assessment of the student's work. This was especially valuable to rather inexperienced special instructors. Even the older faculty members were gratified with the results because every teacher reported a surprisingly high correlation between his grades and the anonymous reader's grade. (The folios were divided in such a way that each faculty member received four or five essays from each of the other faculty members in a proportion equal to the number of students enrolled in his composition classes.) Since both readers were in general agreement on grades, students tended to regard the whole grading process as more objective. Most teachers showed no hesitancy in allowing the students to see both grades and read the comments of the second grader in an individual conference at the end of the semester. In fact, many teachers gave the students the second grade, especially when it was higher, because theoretically it was based solely on the writing in front of them to the exclusion of any personal prejudices of the regular classroom instructor. A pragmatic though unhappy benefit of a second reader resulted in the detection of a few cases of that ubiquitous problem of plagiarism in freshman writing.

This article was written in response to the invitation issued in the Fall, 1970, issue of **TESL Reporter** for teachers to share with us successful plans for teaching specific English skills.

The first essay was placed in the portfolio unrevised as an indicator of the student's writing ability at the beginning of the course. This initial essay was followed by two description, two narration, two definition, two comparison and contrast, and two persuasion essays with the tenth essay written outside the class, the eleventh written in class--both unrevised by the help of the teacher's comments. The first essay and last two essays thus represented what the student could do on his own both in and out of the classroom. The student could revise the remaining eight essays as many times as he desired before they were placed in the portfolio. This facet of the plan was perhaps the most valuable to the student. Again, the teacher served as a consultant who was available in weekly conferences to help the student revise his work. We found that second language students respond to suggestion and direction much more readily in a private discussion of their writing than they do in the classroom. Our plans for next fall are to publish the best student essays in a booklet that will serve as models for next year's students.

Above all, the portfolio program unified the efforts of the department and put the emphasis back where it belongs in composition courses: on the writing, and not on the reading of great ideas or the quickie-humanities course approach. This is not to say, however, that suitable readings cannot be used to stimulate thinking about theme topics, but writing is the essential goal of the portfolio program, writing that is hopefully prepared with the seriousness and pride that a sincere artist would use to prepare a work of art.

TESL Curriculum: The Foundation Is What Counts

By WILLIAM D. CONWAY

Mary Pope's Letter to the Editor in the Fall number of the **TESL Reporter** has struck a responsive cord in me. I would like to comment on her letter, her situation, and problems and, in doing so, comment on the problems faced by nearly all who teach English as a second language in foreign countries.

In TESL conventions and meetings there are always many who want to know the "What" and "How" of TESL--the little magic tricks and lesson plans that will solve complicated problems. Rarely are the answers forth-coming, and when they are offered, they're often in the Teslese of linguistics and psycholinguistics. Mrs. Pope, you have my sympathy on this point; it's difficult to know which way to jump. My comments, many of which refer to matters well beyond the authority of a single classroom teacher, may seem equally remote, but I hope this won't be the case.

I'd like to talk about those Tahitians who learn many English language skills in one year and often outperform their new Tongan classmates who have had the "advantage" of nine years of English in your school system. First, let's ask, "How can such a situation be?"

It appears to me that your Tahitians find themselves far from home in a linguistic community where most people speak Tongan and where English is the language of those holding power--the teachers, administrators, and church leaders. This small (I image "select") group has a tremendous need to fit in, to be accepted, just as a one year old child has a tremendous urge to communicate his needs to his parents and society. When this need is fulfilled, when they can get along well with their fellow students and can communicate with the white leaders, they probably cease to improve, or at least drop to an acquisition rate similar to their Tongan classmates.

There is a worthwhile lesson to be learned here for teachers everywhere. Students learn best those things that interest them, that are important and relevant to them personally--other things receive only grudging or partial attention. Think back to your years in elementary school and in high school; did you really learn much when you weren't interested? You, like the rest of us, developed techniques to cope with the school situation--you tuned teachers in and out as you felt like it; you learned what you had to to relieve the pressure of adults.

Dr. William D. Conway, former editor of the TESL REPORTER, is currently at Ricks College in Rexburg, Idaho.

What I'm getting at are several basic points that need to be settled in your program, in any program that attempts to reach large general masses of students (as opposed to a select few), before one ever approaches the details of TESL methodology as they relate to specific in class problems.

1) What educational goals have led to the development of your present curriculum? Have they been carefully considered and are they appropriate, particularly from the point of view of the students, their community, and their needs?
2) What can you do to create the sort of situation that makes students feel something is personally important to them and therefore worth learning?

(Please remember the level of skill you and I gained in **our** second language classes when **we** were in school..)

You indicate that in your school English is taught in all twelve grades and, some what in contradiction, you indicate that all your firepower, your trained teachers who can provide good linguistic models, are in the upper grades. I can see how this situation could arise when the number of qualified teachers is limited. As you recognize, this

situation is a natural to produce kids with poor English language habits and lots of resistance to any further language drill and study. You, as a competent language model, have a nearly impossible job in attempting to unteach, stimulate, and then teach English.

Why should you try to teach all of them English if your manpower and financial situtation can't provide the right kind of total program? Even more basically, one might ask if English training is what Tongan kids need? Or at least, is it so important to their lives and their future that they must spend twelve years on the subject? Will most of your students go to college? Will most of them have jobs that require more than a minimal degree of English language ability? Is this twelve year curriculum perhaps a misguided version of the American dream of equal education for all? Is this, perhaps part of the philosophy that led to the concept of "a typical American High School" placed in the South Pacific to bring "these" poor people up to be more like us? Isn't there something else that might be of more benefit to them? Could you teach them much more about their own country, people, and problems, and then introduce them to English in the 6th or 7th grade where you can provide the proper manpower? I can still remember being given the assignment to teach in American Samoa even though the students read on the 6th grade level and knew less then I about their own country.

While providing the mass of your students education that is relevant to them and their society, take some of those that appear to have the greater potential for success and concentrate some resources here. It isn't democratic, but it might work. Let them be the ones that get you status with high scores on the higher leaving examination.

What can you do about this second point of making the learning situation one which is personally important and meaningful to your students? Much of this problem can be solved by skillful curriculum design. A first step would be to get a citizen's committee for your school made up of local Tongan citizens from all walks of life, English speaking and otherwise, and give them real power to advise the administration and to get into the school those things that **they** want in the school. Make sure that the parents come to feel that this is **their** school. This can work. It can also do a lot to get away from the arrogance and paternalism that seem to linger around schools that are white operated, motivated, and designed (Yes, we have good intentions.)

As an example consider the Rough Rock School in the Navajo Nation that has an all Navajo School Board with total power to run the school. Recently, they instituted a program in the school to train traditional Indian medicine men. Seem ridiculous? Maybe. I see it as an honest attempt by these people to preserve their cultural history and heritage. They recognize that they're in the 20th century and they want to fit into it as 20th century Indians rather then as the poor white Indian we have so often created as we've plundered their society in our well - meaning way.

A school that has some of the imprint of the wisdom of the parents of your students--one where they have a real say--may become a place where Tongans go because it is part of them, meaningful to them and their parents, not because it is an external pressure imposed on their culture by the great white father. This may help. Certainly it is honest and may remove some of the hypocrisy by which we operate, and it may also help reduce the generation gap that we must be creating by separating parents from school while elevating the kids above them educationally.

How do Mormon missionaries who are nineteen and twenty manage to learn a language so well in just two years? They've got a real reason. I can't tell you how to get your students turned on; but it is the key to learning any subject.

I believe that TESL can almost take care of itself, naturally, if we can get the curriculum in line with the needs of the individuals, the community, and the country in which they live. If the curriculum is vital and real to them, they'll learn the language, maybe in spite of you. With a meaningful curriculum, maybe so many won't be waiting for a quota number so that they can become citizens in some European country.

Correction on ENGLISH TEXTBOOK SURVEY

The title for the Rojas book on page 15 was left out. The corrected entry should read:

Rojas, Pauline M. and staff, **Fries American English Series,** E J H C A
11 2 1 1 2

English Oral Language

By ALLAN D. PATTERSON

There is little reason why Physical Education, along with other types of physical activity such as rhythms, should not be used in teaching English as a second language. Some work has been done in this area, but certainly not enough. There are certain concepts and words which lend themselves to rapid learning through physical participation. The suggestions below are an attempt to classify and organize these concepts and words into appropriate activities.

Allan D. Patterson is currently curriculum coordinator for the LDS Church Schools in Western Samoa. He received his M.A. from Long Beach State College in 1959 and served as teacher, principal and curriculum service director in California schools until he went to Samoa in 1968.

Have all the pupils active and doing—not standing or waiting. For instructional purpose it is best to limit the size of the area the pupils will be working in.

1. **Teach skills first in native language.**
2. **Then teach skills in English.**
   Have pupils "do" as you say!!
   As the pupils do as you say, have them say what you said.
3. **The teacher should have each idea or concept demonstrated:**

4. **Motion**
   walk
   run
   jump
   hop
   crawl
   skip etc.

5. **Commands**
   start
   go
   stop
   return

6. **Direction**
   left
   right
   forward
   back up
   sideways
   toward
   etc.

7. **Position**
   between
   beside
   front
   back
   up
   down
   under
   lower

8. **Combination of the above**

walk left	hop under
jump down	run sideways
crawl forward	run left-return

9. **Add the following:** (When the pupils are ready to use the following: Make sure your pupils understand the words you use.)

   run toward the gym (fence, etc.)
   skip to the chair (pole, etc.)
   back up to me (chair, tree, etc.)
   hop under the trees (chairs, etc.)
   crawl between the trees (chairs, etc.)

10. **Other concepts may be taught at the proper maturity level.**
    Arithmetic: set up signs (signs must be large enough to be seen) Space them far enough apart so pupils may move from one to another.
    Numbers: start with 1 to 10

    Fractions: 1/4 - 1/2 - 3/4 - 1 whole
    1/3 - 2/3 - 1 whole (3/3)

    Measurements: feet, yard, rods
    Percent: 10% to 100%
    Relative Distance: near, close, far, distant
    Relative Speed: slow, fast, quickly

    Games and races may be used for teaching the above concepts.

    Geometric Shapes: Outline a large geometric form on the floor with chalk. Have the pupils march around the shape saying:

    "*We are marching around a triangle.*"
    "*We are marching around a square.*"
    "*We are marching around a circle,*"
    etc.

11. **Compass Directions**
    Compass Directions are not taught until the pupils know left and right hands. Compass directions may be taught by pointing the right hand to where the sun comes up (east) and the left hand to where the sun sets (west). The front of the body will be facing north. The back of the body will be facing south.

north, south, east, west
Add northwest, northeast,
southeast, southwest
run north, walk south, etc.
hop northeast, jump southwest,
etc.

12. **How many of you can do the following:**
Run until I whistle
Fall like leaves
Balance on your right leg
Make your arms go like windmills
Etc.

13. **Make up and add to the above materials as you feel will benefit the pupils.**
Examples: Physical exercises, rules for games, name of equipment, etc.

14. **Success:**

If your pupils can do the following, you will have done well as a teacher.

a. Quickly understand and follow your directions in English.
b. Quickly follow signals given by whistle or hand.
c. Follow your directions while moving close together, but not touching each other. (This last part is important for developing visual-motor co-ordination and figure-ground discrimination.)

ABOVE
ABOUT
ACROSS
ACTING
AFTER
AGAINST
AHEAD
ALONE
ALONG
ALONGSIDE
AMID
AMONG
ANKLE
ARM
AROUND
ARRANGE
AS
ASTRIDE
AT
ATTACK
AWAY
BALL
BATTING
BEFORE
BEHIND
BEGIN
BELOW
BEND
BENEATH
BENT
BESIDE
BESIDES
BETWEEN
BEYOND
BIG
BLINK
BLOW
BODY
BOTTOM
BOUNCE
BREATH
BRISK
BRUSH
BY
CALISTHENICS
CAST
CATCH
CENTER
CHANGE
CHASE
CHEST
CHEW
CHIN
CHOP
CIRCLE
CLAP
CLIMB
CLOCKWISE
CLOSE
COLLAPSE
CONDITION
CONTROL
COUNT
COUNTER-CLOCKWISE
CRAWL
CREEP
CROSS
CROSS-LEGGED
CROUCH
CRUSH
CRY
CURL
CURVE
DANCING
DASH
DEFEND
DIP
DIRECTION
DISTANCE
DIVE
DODGE
DOWN
DRAW
DRIBBLE
DRINK
DURING
EASE
EAST
EDGE
EFFORT
ELBOW
ENDURANCE
EXERCISE
EXTEND
EYES
EYE BROWS
EYE LASHES
EYE LIDS
FACE
FALL
FAST
FAT
FEEL
FEET
FINGER
FINGERNAILS
FLEX
FLOW
FOCUS
FOLD
FOOT
FOREHEAD
FORM
FORWARD
FREE
FROM
FRONT
GAIN
GALLOP
GET
GIVE
GOING
GRASP
GRIP
GROAN
GROW
GRUNT
HAIR
HAMMER
HAND
HANG
HARD
HEAD
HEAR
HERE
HIGH
HIP
HIT
HOLD
HOOP
HOP
HOW
HURDLE
HUG
HEART
HEELS
HEIGHT
IN
INSIDE
INTO
IT
JOG
JOIN
JOINED
JUMP
KICK
KNEE
KNEEL
LAND
LARGE
LAY
LEADER
LEAN
LEAP
LEFT
LEGS
LIE
LIGHT
LINE
LIKE
LISTEN
LITTLE
LOOK
LOOSE
LOW
LOWER
LUNGS
LYING
MAKE
MIDDLE
MOMENTUM
MOUTH
MOVE
MUSCLE
NARROW
NEAR
NECK
NEXT
NEXT TO
NOD
NORTH
NOSE
OF
OFF
ON
ONTO
OOZE
OPEN
OPPOSITE
OUT
OUTSIDE
OUTSTRETCHED
OVER
OVERHEAD
PAIR
PACE
PASS
PEDDLE
PICK
PINCH
PITCH
PLACE
POINT
POSITION
PRACTICE
PRANCE
PRETEND
PULL
PUMP
PUSH
PUSHUP
PUT
QUICK
RACE
RAISE
RAP
REACH
READY
REAR
RELAX
RELAY
RELEASE
RETRIEVE
RETURN
REVERSE
RHYTHM
RIBS
RIDE
RIGHT
ROCK
ROLL
ROTATE
ROW
RULE
RUN
SEE
SHIFT
SHIN
SHOULDERS
SHUFFLE
SICK
SIDE
SINCE
SING
SINGLE
SIT
SKILL
SKIN
SKIP
SLAP
SLIDE
SLIP
SLITHER
SLOW
SMELL
SNAP
SOUTH
SPEAK
SPEED
SPIN
SPIN
SPOT
SPREAD
SPRING
SPRINT
SQUAT
STAMP
STAND
START
STAY
STEP
STOMACH
STOP
STRAIGHT
STRENGTH
STRETCH
STRONG
STRIDES
STRIKE
SUPPORT
SWING
TAKE
TALK
TALL
TAP
TARGET
TASTE
TEETH
TENSE
THERE
THESE
THIN
THINK
THIS
THROUGH
THROUGHOUT
THROW
THUMB
TIGHTEN
TILL
TIP TOES
TO
TOES
TOGETHER
TOOK
TOOTH
TOP
TOSS
TOUCH
TOWARD(S)
TRACK
TRAIN
TRANSFER
TROT
TRY
TUG
TURN
TWIRLING
TWIST
UNDER
UNTIL
UNTO
UP
UPON
UPWARD
VIA
WALK
WARM
WASH
WEAK
WEIGHTS
WEIGHT-LIFT
WENT
WEST
WHAT
WHEN
WHERE
WHICH
WHO
WHY
WIGGLE
WIND
WINK
WITH

WITHIN
WITHOUT
WORK
WORKOUT
WRIST
WRITE
YELL
ZIGZAG

Supplementation of Opposites in Simple Predicate Expansion [1]

By YAO SHEN

A sentence with the same words in the same arrangement can have two different structures. One such structure occurring in English is *This is singing*.[2] The subject (S) of the sentence is *This*. The predicate is *is singing*. In one structure, *is* as one form of *be*, is the verb (V) of the sentence; *singing* is the noun (N). In the formula S + V + N, *singing* is similar to other nouns such as *Helen*, *education*, *work* forming sentences like

S	+ V	+ N
This	is	singing
This	is	Helen
This	is	education
This	is	work

In the other, *sing* and *-ing* are two separable parts. *Sing* alone is the verb, *-ing*, though attached to the verb (V-ing), is a component of a grammatical construction formed with *be* which precedes the verb making *be* + -ing. In a sentence having the formula S + *be* + V-ing, similar verbs such as *respond*,, *rise*, and *work* may be substituted for V.

S	+ be	+ V-ing
This	is	singing
This	is	responding
This	is	rising
This	is	working

Be and V-ing occur successively. *Be* + V-ing is a continuous string. *Be* and -ing do not occur successively. *Be* + -ing is interrupted by the verb. It is a discontinuous string.[3]

A discontinuous string is formed with auxiliaries and modals as the preceding member and the inflectional ending of their respective immediately following member in each case including the verb. The verb in a continuous string occurs last. It does not form a discontinuous string with any immediately following member, since it terminates the continuous string. When it occurs alone, there is neither a continuous nor discontinuous string in the predicate. A discontinuous string occurs when there is a continuous string of a minimum of two members.

Five conditions result in five different kinds of discontinuous strings. Four of the strings are discussed as a group first. They occur in the longest continuous string of modal + *have* + *be* + *be* + V in which *be*, *have*, and *will* occur. *Can* occurs in shorter strings that do not have *have*. (See second installment.) *Do* does not participate in continuous strings of more than two members. *Do* is considered separately.

Yao Shen is Professor in the English Department at the University of Hawaii. An author of over 80 publications in nine different countries, she has also previously contributed to this magazine.

In a continuous string, the preceding member may be an auxiliary or a modal. If it is the auxiliary *be*, the inflected part of its immediately following member may be -n. The discontinuous string is *be* + *-n* (1)

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1. This is the third of four installments. I am grateful to Robert A. Peters and Elizabeth Bowman, editor and associate editor of **Journal of English Linguistics**, Western Washington State College, and Janet Callender of the University of Hawaii for their detailed and constructive criticisms.

2. The terms **subject** and **predicate** are used for the purpose of explanatory convenience. No offense to or defense of Chomsky's deep grammar or Fillmore's deep grammar is intended here.

3. For the grammatical meanings of the discontinuous strings, see Martin Joos, **The English Verb Form and Meanings**, Wisconsin: 1964, Chapters 3, 4, 5 and 6.

(1) be + -n

The letter is gone
The book is done

The inflected part of the immediately following member after the auxiliary *be* may also occur in -ing forming another discontinuous string *be + -ing* (2).

(2) be + -ing

Helen is driving to the airport

If the auxiliary is *have,* the immediately following member has -n, forming the discontinuous string *have + -n* (3).

(3) have + -n

Freeman has been to the airport

If the preceding member is the modal *will* or *can* , the immediately following member has -0 (or is uninflected). The discontinuous string is *modal + -0* (4).

(4) modal + -∅

Helen will be here
Freeman can drive to the airport

The four discontinuous strings in the expanded predicate taken up are (1)*be* + -n, (2) *be* + -ing, (3) *have* + -n, and (4) modal + -0.

Discontinuous strings expand the predicate in a chainlike manner with the specific grammatical word of each preceding member in the continuous string linked with the inflectional ending of its immediately following member. Every two contiguous discontinuous strings in the predicate function somewhat similarly to the way every two contiguous links do in a chain. Below are two sets with discontinuous strings in the expanded predicate with Set 1 and Set 2 distinguished from each other by *be* + -n in Set 1 and *be* + -ing in Set 2. Each set is first given with sentence examples in (X). These are followed by (Y) which contains the same sentence examples with discontinuous strings in the predicate marked. (Z) has the continuous strings in the predicate, the discontinuous strings marked, and conditions identifying each individual discontinuous string. The longest continuous string in each set is modal + aux + aux + V. The central point of reference in each predicate expansion is the verb.

Set 1 (X)

1A. Martin is driven
1B. Martin has driven
1C. Martin will drive

1D. Martin has been driven
1E. Martin will be driven
1F. Martin will have driven

1G. Martin will have been driven

Set 1 (Y)

1A. Martin is drive-n
1B. Martin has drive-n
1C. Martin will drive-∅
1D. Martin has be-n drive-n
1E. Martin will be-∅ drive-n
1F. Martin will have-∅ drive-n
1G. Martin will have-∅ be-n drive-n

Set 1 (Z)

Subject — Predicate — conditions

modal + auxiliary + auxiliary + verb
have be

1A. be V-n (1)
1B. have V-n (2)
1C. Modal V-∅ (4)
1D. have be-n V-ing (1) (2)
1E. Modal be-∅ V-n (4) (2)
1F. Modal have-∅ V-n (4) (3)
1G. Modal have-∅ be-n V-n (4) (3) (2)

Set 2 (X)

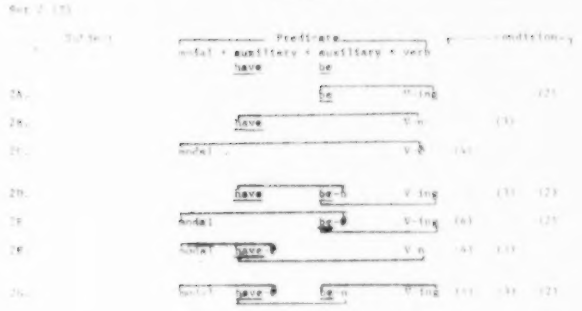
2A. Jenny Mae is drawing
2B. Jenny Mae has drawn
2C. Jenny Mae will draw

2D. Jenny Mae has been drawing
2E. Jenny Mae will be drawing
2F. Jenny Mae will have drawn

2G. Jenny Mae will have been drawing

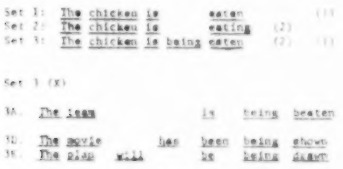
Set 2 (Y)

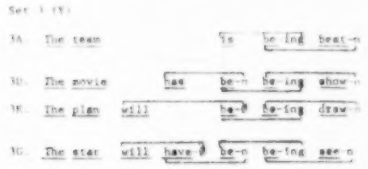
2A. Jenny Mae is draw-ing
2B. Jenny Mae has draw-n
2C. Jenny Mae will draw-∅
2D. Jenny Mae has be-n draw-ing
2E. Jenny Mae will be-∅ draw-ing
2F. Jenny Mae will have-∅ draw-n
2G. Jenny Mae will have-∅ be-n draw-ing

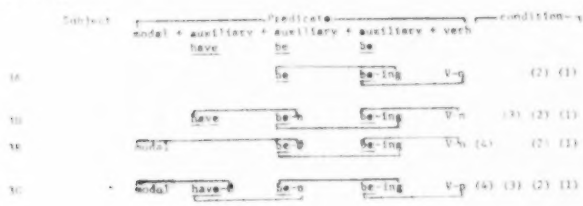


Set 1 and Set 2 coincide in sentences B, C, and F in the matter of *have* + -n, modal + -0, and modal + *have* -0 + -n respectively. They are distinguished from each other in sentences A, D, E, and G with Set 1 consisting of *be* + *-n* and Set 2 consisting of *be* + *-ing*.

The last example of continguous discontinuous strings is in successive continuous strings with the expanded predicate modal + aux + aux + aux + V (Set 3) which consists of Set 1 and Set 2. The sentence example is *The star will have been being seen.* Set 3 is distinguished from both of the other two sets by the occurrence of *be* + *be*. Two details in connection with *be* + *be* are that (1) the verb following the second *be* is V-n, and (2) the second *be* is *be-ing*. Be + V-n (1) in Set 3 is similar to *be* + V-ing in Set 2; both have the discontinuous string *be* + -ing. Discontinuous strings *be* + -n (1) and *be* + -ing (2) are in complementary distribution in Set 1 and Set 2 with *be* + -n in Set 1 and *be* + -ing in Set 2. They are in supplementary relationship in Set 3 with (1) being nearer the verb than (2) is.



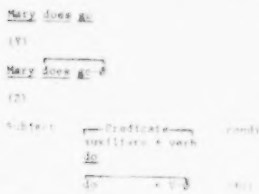




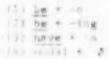
It has been mentioned above that the continuous string *be* + *be* + V occurs in the language; sentence examples containing *be* + *be* + V as part of their predicate expansion, nevertheless, are not by any means frequent. (See first installment.) Similarly are those that have continuous strings *have* + *be* + *be* + V, modal + *be* + *be* + V, and modal + *have* + *be* + *be*+ V. This infrequency also applies to discontinuous strings *bes, + be-ing + V-n (3F), and modal + have-o + be-*n + *be-*ing + V-n (3G).

Do does not occur in a continuous string of more than two members, and does occur only in aux + V. In the formation of a discontinuous string with *do,* the inflected

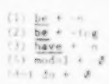
part of its immediately following member is -0. The discontinuous string is *do* + *-0* (do).



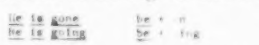
Predicate expansion with discontinuous strings may be stated as the operation of 2-member units. Minimal expansion is auxiliary or modal + the inflectional suffix of the immediately following member. Longer expansions in which *do* does not participate are contiguous, complementary, and supplementary formations of the four formulas



in a specific positional arrangement, with (1) being the nearest to the verb and (4) the farthest away from it. Nevertheless, predicate expansion with discontinuous strings must also account for *do* + -0. There are now five discontinuous strings.

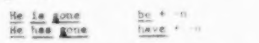


Three redundancies occur among these five discontinuous strings. First, *be* is redundant in *He is gone* and *He is going.*



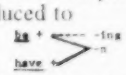
Be + -n and *be* + -ing can be simplified to

Second, -n is redundant in *He is gone* and *He has gone.*

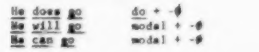


Be + -n and *have* + -n can be simplified to

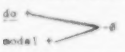
The two simplified schemes can be further reduced to



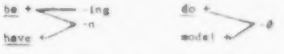
Third, -0 is redundant in *He does go, He will go,* and *He can go.*



Do + -0 and modal + -0 can be simplified to

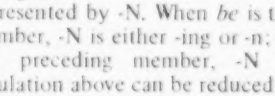


The formation of the five discontinuous strings using *be, have, do, will* and *can* is combined into



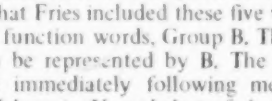
Auxiliaries *be, have,* and *do* and modals *will* and *can* as preceding members, and -ing, -n, and -0 as following members in discontinuous strings are tabulated below

-ing and -n are both nasals. They can be represented by -N. When *be* is the preceding member, -N is either -ing or -n; when *have* is the preceding member, -N is -n. The tabulation above can be reduced to

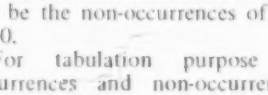


There are two complementary redundancies in the above information One is that Fries included these five words among his function words, Group B. The five words can be represented by B. The other is that the immediately following member of *be* and *have* is -N, and that of *do, will,* and *can* is -0. (+) can be the occurrence of -N, and (-) can be the non-occurrences of -N. (-) -N is (+)-0.

For tabulation purpose to detail occurrences and non-occurrences of -N, specific words are called for. -0 can be deleted.



For simplicity, in grammatical formulation, grouping the five words under B takes precedence over (3) and (-) for occurrences and on-occurrences of -N. Both -N and -0 are represented.



When -N occurs, B is *be* or *have;* when -0 occurs, B is *do will,* or *can.* The two formulas are B + -N and B + -0. B is redundant in the two formulas. The revised formula for discontinuous strings is

(continued on page 12)

Using A Telephone Directory To Teach English As A Second Language

By JASON B. ALTER

Where can you get, gratis, an up-to-date text, 604 pages in length, for students of English as a second language? Answer: Use the telephone directory.

Reference is to the December 1, 1969 issue of the Telephone Directory of the Hawaiian Telephone Company. If you plan ahead, you can collect a good number of copies of a given issue, before your neighbors dispose of them.

The phone book can be put to a variety of uses: (1) vocabulary; (2) structure; (3) language and culture; (5) reading; (4) information retrieval; (6) listening comprehension.

The cover alone has possibilities. Both forms, "telephone" and "phone" appear. Many other languages are less likely to resort to abbreviated forms.

The word "Oahu" can be used for pronunciation practice. Many students have a propensity for saying "Oafu."

As for the date, December 1, 1969, do you say December One, or December First, or December the First? Is it OK to write 1 Dec 69? What's the origin of the word "December"?

Next on the cover we find "Send your Aloha by phone." What does "aloha" mean here? Hello? Goodbye? Love? Your own interpretation?

For language and culture, we find on Page 5: "Give your party time to answer--about 12 rings--before you hang up." Can you imagine such patience in New York City?

One thing leads to another. Does the student know "hang up"? Does he know it in the noun form? (A good example of language change.) Does he know that "hang" has two past tenses, "hung" and "hanged"? Are there other verbs that similarly have two past tense forms? (Cf. "shine.")

American names cause grief for foreign students. There are two persons named J.H. Jones. How can you keep up with the Joneses if you can't identify them? Would any teacher have his class pronounce "Joneses" in three syllables?

For pronunciation work you can also refer to Page 5 wherein distinctions are made as follows: (a) dial tone--a continuous "hum"; (b) ringing signal--a soft "burring" sound; (c) busy signal--a steady "buzz-buzz"; (d) voice recording signal--a high short "beep". Onomatopoetic perceptions vary from language to language. See how your students perceive the above four sounds.

How do you call another on a party line? Information on this is also listed. Does the student know the term "party line"? What does "party line" mean in a political context?

For information retrieval, the student can be asked to look up a certain name, recording the address and number. Spelling can also be checked in this way, as well as listening comprehension.

Dr. Jason Alter, Director of the English Language Institute at the University of Hawaii has previously contributed to the TESL Reporter.

The front of the directory has passages that can be used for reading practice. Such categories as these are treated, in "Hawaii Today": population, climate, agriculture and industry, transportation, education, etc.

The directory can function in any number of ways as a supplementary text. For semantics: "telephones that mean business." For insight into the labor movement: on Page One of the body of the directory, you find no fewer than 46 different numbers under AFL-CIO. Pages 172 - 175, with exhaustive listings for the State Government of Hawaii, say a lot about our state system.

More on listening comprehension: state a phone number, and have the class locate it. How many times do you have to repeat it before the students can manage?

For homework, students can be asked to call a theater, for example, to listen to the recorded message informing the caller as to the attraction's title, time of showing, etc.

For homonyms, the directory is rich. (This helps spelling, too.) WINN — See Also LAWRENCE, LORANCE, LORENZ. LEE — See also LEIGH, LI. How are the phone numbers themselves pronounced? Where does the stress go?

For vocabulary: where do you live? Compare the following possibilities: street, avenue, lane, highway, place, road, drive, boulevard, circle, loop, way, rise, walk. How are these abbreviated?

Life in the United States: on Page 480, you can find a family with two numbers listed. One is for the parents, and one for the teenagers.

Audio-visual aids: in the yellow pages you have pictures, captions, and commentary. "Quick as a wink!" What's the difference between "wink," "squint," and "blink"?

Semantics: "two moving reasons," whereby a pair of shoes represents an inducement to add an extension phone.

On the inside back cover you find a series of colored phones. Compare the color spectrum as perceived by various language backgrounds. Here too, the caption, "telephones to live with," contains a two-word verb worth teaching.

I have merely sketched the potential uses. You could have listen-and-repeat exercises of numbers and names. You could go into abbreviations of occupations. Let your fingers do the walking; and let your telephone directory do the talking, as you teach through it.

Supplementation

(continued from page 10)

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Two 2 week, 4 credit, (Ed. 597) workshops in Teaching English as a Second Language will be offered at CCH this summer. (Sec. 1) June 23 - July 7, (Sec. 2) July 8 - 21, 8:00 — 12:00 A.M. English 305 (4) "The New English" is offered 12:45 — 2:45 daily. There will also be two ELI non-credit classes: ELI 105 6:00-8:00 a.m. and 3:30-5:30 p.m. Daily.

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